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ABSTRACT

This collection of lesson plans for teaching English as a Second Language includes the following: "You Scratched Me!" which has students examine verbs in three forms (base, past, and progressive) together with questions, accelerating the memorization and understanding of verb forms and tenses; "Getting Acquainted/Inferential Thinking," which provides an exercise in inference and has students apply the knowledge to how body language, words, and actions help people understand what is happening in a play even if they do not understand the language well; "Let's Create Job Biographies," which helps adult learners relate their knowledge of work in their home countries to a workplace in the United States; "Let's Talk about Work!" which helps adult learners explore career options through oral interaction with peers after a visit to a work place; "Student-Generated Sentences," which encourages students to use and internalize grammatical structures in English; "Community Language Learning," which encourages and promotes real conversations in English with beginning language learners; and "Where Is the Monkey?" which has students answer yes/no questions using the verb "be" with prepositions. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

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Literacy Assistance Center

LESSON PLANS

You Scratched Me!
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ESOL Instructor

Getting Acquainted / Inferential Thinking
Carol Lumm,
ESOL Instructor

Let's Create Job Biographies!
Maryam Ayazi,
ESOL Instructor

Let's Talk about Work!
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Student Generated Sentences (based on The Silent Way Approach)
Tilla Elahi, Region 7

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Gallery of ESOL Lesson Plans

Lessons posted at the gallery were developed by participants of the 1999-2000 ESOL series at the Literacy Assistance Center. They are based on topics addressed in the ESOL series:

- Classroom Management and Assessment for ESOL students
- Learning Disabilities in the ESOL Classroom
- Integrating the WWW into the ESOL Classroom
- Methods that Work I: An Introduction to Counseling-Learning
- Methods that Work II: The Silent Way with Shakti Gattegno

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Maryam Ayazi of the Community Education Center, City College of New York
Ian Carpenter of the Northern Manhattan Improvement Corporation
Althea Davidson of the Consortium for Worker Education
Tilla Elahi of the New York City Board of Education, Region 7, Office of Adult and Continuing Education
Carol Lumm of the Community Education Center, City College of New York

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You Scratched Me!

Ian Carpenter, ESOL Instructor
Northern Manhattan Improvement Corporation
The Riverside Language Program NYC
The American English Group

Lesson Title: You scratched me!

Focus of Lesson: Verbs in three forms: base, past and progressive together with questions.

Objectives: Accelerate the memorization and understanding of verb forms and tenses together with questions in a fun way.

Level of students: Low and high intermediate.

Applicable Learning standards: ELA 1

Preparation Time: 30 minutes.

Implementation Time: Initially, the teacher introduces several new verb forms and provides pronunciation and spelling correction. Next, the game is introduced, demonstrated and the students begin to play it. This could take 1.5 hrs. After the students are familiar with the game it can be played for shorter periods of time.

Materials and Supplies: Index cards.

Room Arrangement: Situate students in groups of (3 – 5) in different areas of the classroom so noise interference is minimized. Ideally, each group's works around a small table but this is not important. What is important is that the students can touch each other.

Introduction for Teachers:

Procedure:

On the blackboard (**BB**), Teacher (**T**) introduces several new verbs. With lower levels this might be as little as 5 verbs. With higher levels, and after some practice, as many as 15 verbs can be used.

Here is a good batch to start with: **touch, scratch, bite, hit, pinch and squeeze** and **caress**.

(After the students are comfortable with the game introduce more verbs like: **congratulate, bore, tease, bore, flatter, pat, pet, insult, hug, rub, bribe, inspire.)**

Teaching these verbs will be real fun!

(**T**) demonstrates the verb action on a student before modeling any pronunciation. Of course, the (**T**) only pretends when demonstrating verbs like **scratch, bite, pinch** or **hit.**

During the demonstration, check to see if any students already know the verb.

Spell each verb introduced on the **BB**. Model the pronunciation and have the students repeat it together and individually. Then have the students do the action of the verb on the person sitting closest to them while saying it

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at the same time. This is fun and educationally sound!

The game can easily be modified to different levels and here the teacher must make a decision on how complicated to make the game. Certainly you must also demonstrate the past tense of each verb and write it on the **BB** beside it's base form but whether you want or feel your class is ready to use the progressive forms is really dependent on their level and whether you have already given them an introduction to progressive forms. Either way, it's not a big deal because it's easy to modify this game, as you will see.

So now the **BB** has several verbs written on it (together with base forms and past and maybe progressive) and your students understand their meanings and can pronounce them too. Here the game begins.

Write on the **BB**. **1. She / He is ____(progressive)_____-ing you.**

2. You (past) me.

3. I was (past) by you.

4. Did you (base) her/ him?

5. Are you -ing her/ him now?

6. Were you -ing her/ him before?

I like to provide each group with a photocopy of the above at their tables for easy reference (and with large letters!).

The teacher invites three students to the front, seats them at chairs and demonstrates how the game is played.

A group of index cards is introduced. On one side is written the base form of the verbs previously introduced.

One student picks an index card after without letting the others see it. That student now performs the verb action on a fellow group member.

The third group member must now figure out what verb action is being performed and make a statement using it in sentence #1. **(*It is extremely important that the student performing the action *continues the action* until another student correctly guesses the correct verb).**

The student who received the action must now use statement #2 and #3 and create two sentences using sentences #2 & #3. The third group member then asks the three questions (#4, #5, and #6).

After the group demonstration, the class is divided into groups and each group is given a set of the index cards. They now start playing the game and can refer to the sentences on the **BB** or the handout (identical information) if they need to.

Reflection

You should have no problems with this fun game. Students pick it up fast even if they are uncertain at the beginning as to how the different tenses work. The game so clearly demonstrates action and time relationships that simply by following through with the six questions they will be become cognizant of the grammar involved. As each group plays, walk around and assist where needed. Usually the student performing the verb action forgets to continue the action (until another states the correct verb action) – so here you

Remind them "Keep doing the action until somebody guesses correctly what you are doing." Some students need a little encouragement to be physical with the game – definitely give them this encouragement. This is what makes the game so fun!

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In future classes introduce more verbs. They already know the game now so they can focus on the language.

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Getting Acquainted / Inferential Thinking

Carol Lumm, ESOL Instructor
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LESSON TITLE: Getting Acquainted/Inferential Thinking

FOCUS OF LESSON: To provide an exercise in inference and apply the knowledge to how body language, words and actions help people understand what is happening in a play even if they do not understand the language well.

OBJECTIVES: To provide a method for the students to learn more about each other, understand how people make decisions subconsciously, and what a person is like based upon their appearance or behavior without knowing the facts

LEVEL OF STUDENTS: ESL 3-4

APPLICABLE STANDARDS: ELA 1

PREPARATION TIME: No more than 30 minutes

IMPLEMENTATION TIME: 1 Class session

MATERIALS/SUPPLIES: Question Sheets to be supplied by instructor

ROOM ARRANGEMENT: Students remain in their own seats.

INTRODUCTION TO TEACHERS:

This is a good way to introduce students to the nuances of playwriting and how the actors express what the characters are like. It is best used at the point of writing dialogue and stage/acting directions in the playwriting process. This is also a good way to introduce the students to each other at the beginning of a semester, or as part of the community building process, or as a way to further tighten the community sense throughout the semester and to encourage cooperative behavior.

PROCEDURE: First give students set of questions which concern them. Give them about 20 minutes to answer all the questions. **Tell the students they are not to write their names on their papers!** The instructor collects these papers and randomly gives them to students with instructions to use these answers for the second set of questions. The second set of questions asks students to interpret or infer what the mystery person is like and then to identify that person if possible. (20 minutes)

Activity 1

INSTRUCTIONS:

Do not put your name on this paper. Answer the following questions, giving your first reaction. Do not put what you feel is the 'best' answer. You may write more than one answer for a question.

Question 1:

What is your favorite TV show?

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What is your favorite song?

What is your favorite movie?

What is your favorite expression or saying?

What is your favorite color?

What is your favorite type of weather?

What is your favorite book?

What is your favorite sport?

What is your favorite sound?

What is your favorite smell?

What is your favorite pet peeve or something that annoys you a lot?

If you were a member of a rock group, what would be the group's name?

Activity 2

INSTRUCTIONS: Using the answers you have been given, answer the following questions. Make the best conclusions you can and state the reasons for your conclusion.

Question 2:

Is your classmate male or female?

Describe your classmate's physical appearance.

What is your classmate's hobby?

What is your classmate's favorite food?

What is your classmate's favorite activity?

Describe how your classmate's living room would be decorated.

What job will your classmate have 10 years from now?

Where will your classmate be living 10 years from now?

Describe your classmate's personality.

What advice would your classmate give you about achieving his/her goals?

ASSESSMENT: Assessment is based on the students' ability to express their answers orally using descriptive vocabulary to formulate their answers.

REFLECTIONS: When I used this exercise as part of the class play-writing project, the students said that they enjoyed it very much because it gave them an opportunity to get to know their classmates better. Some of the

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- students still don't know everyone's name in the class or anything about their classmate's backgrounds, etc. because they always sit near the same people and have formed their own individual groups. This lesson also gave them real insight into how people make decisions about someone they don't know whether it's negative or positive. From this the students will better be able to create characters for the class play with the idea of how others perceive their creations.

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Let's Create Job Biographies!

Mryam Ayazi, ESOL Instructor
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City College of New York

Lesson Title: Let's Create Job Biographies!

Focus of Lesson: To enable adult learners to relate their knowledge of work in their countries to a workplace in the USA.

Objectives: Students will brainstorm images related to jobs.

Students will design a 5"x 5"collage related to a job in their country.

Students will create a short written paragraph on the computer.

Level of students: Intermediate

Applicable Learning Standards: Career Development & Occupational Studies 1:

Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Preparation Time: 30 minutes

Implementation Time: 2 class periods (5.5 hours)

Materials and Supplies: magazines, scissors, glue, 5"x 5" pieces of paper, access to a computer.

Room arrangement: Students work independently, so any room arrangement is good that allows students space to create a collage.

Introduction for Teachers:

Let's Create Job Biographies was designed for an intermediate ESOL class that was going to visit AT&T to conduct an informational interview with four employees. Many of the students had limited work experience. This lesson was conceived to allow students to activate their prior knowledge, and to allow them to share their work experiences in preparation for the visit to AT&T.

This lesson takes its inspiration from a workshop on ESOL and learning disabilities at the Literacy Assistance Center in Manhattan. This lesson uses multiple intelligences in order to help students connect with their prior knowledge.

Procedure:

First Day

Warm-Up

(20-30 minutes)

Tell students that they will be creating a collage about a job they had or wished they had had in their country. Show them an example of a collage that you created. Have students brainstorm jobs and images that go with

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those jobs.

Whole-Class Activity (2 hrs. 15 min.)

1. Show students how to use magazines to make a collage. Students may want to paste one picture on their paper. Explain that for a collage a variety of images and colors are pasted together on one piece of paper.
2. Give students the materials. Let them work anywhere in the room.
3. Circulate and help students clarify their ideas.
4. When the students are finished, allow them to share their pictures with a partner. Then hang them on the wall and have an art exhibit. Allow students to talk about their work with the class.
5. Have students tell what they liked best/least about the assignment. Did it help them to remember something they had forgotten?
6. What is the assignment?
7. Students write about and share their impressions and experiences of work in their countries with work in the USA.

Second Day

(2 hrs. 45 min.)

1. Introduce the students to the computers. This should take about one hour because students will need to know how to start and shut down the machines. Also students will need to know how to save and perform other important functions (e.g., backspace).
2. Have students place their collages in front of them. Then ask them to write a 5-6 sentence paragraph about their collage.
3. Tell them to just type without worrying about mistakes. Tell them that they will edit when they have finished writing.
4. When most of the students have typed in their sentences, show students how to edit them.
5. Students print their work.
6. Another student can help them edit their printed product, or they can exchange seats and edit the work on computer.

Assessment:

The student's collage and paragraphs will be discussed and shared with classmates. The teacher will have a conversation about the assignment with each student.

Reflection on Lesson:

The students were eager to re-create visual impressions of their prior work experiences on paper. They also enjoyed working on the computer. The combination of the visual and the tactile allowed them to express themselves more easily than if I just asked them to write a paragraph.

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Let's Talk about Work!

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Lesson Title: Let's Talk about Work!

Focus of Lesson: To enable adult learners to explore career options through oral interaction with peers after a visit to a work place.

Objectives: Students will listen to and respond to classmates.

Students will create an oral transcript of a class discussion using a tape recorder.

Students will formulate questions to e-mail to employees at a workplace.

Level of students: Intermediate

Applicable Learning Standards: Career Development & Occupational Studies 1:

Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Preparation Time: 30 minutes

Implementation Time: A 3-hour class with a 15-minute break

Materials and Supplies: One tape recorder, access to E-mail

Room arrangement: A group of students sit in a semi-circle. The other students will sit in front of them. If the class is large, students some students can sit in a circle and the other students can sit around the core group.

Introduction for Teachers

Let's Talk about Work was designed for an intermediate ESOL class that had just visited AT&T at 32 Avenue of the Americas in New York City. Students had asked four employees at the site questions related to their jobs. The lesson was conceived as a way to help students share information gathered during their visit.

The approaches used in this lesson were conceived after attending four different workshops to introduce ESOL practitioners to Methods in ESOL at the Literacy Assistance Center in Manhattan. This lesson uses techniques from Counseling Learning and the Silent Way.

Procedure:

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Warm-Up

(20-30 minutes) During the visit to AT&T, record some of the answers given by the employees. Take excerpts and type them. Have students tell you who said what.

- Students will need help on this part. This is meant as a way to help them recall the visit.

For very low intermediate students, a multiple-choice format might be more effective.

Whole-Class Activity:

(2 hours, 15 minutes)

1. Tell the class that they will have a taped discussion about their visit to a work place. Tell them some of the students will participate in the discussion and some will listen. Then ask volunteers for the activity to get in a circle. Have other students sit in front of them or around them.
2. Show students in the volunteer group how to turn on and stop the tape recorder. Explain to students that they will only speak into the tape recorder after they have practiced what they want to say with the teacher.
3. Explain to the observing students that their job is to listen. What is missing? What information do the students need? What questions do the students need to ask the employees at the work place they visited?
4. When everyone understands the task at hand can begin. Don't be impatient. Most likely there will be a very, very long silence. Students are not used to having control of an activity. Eventually someone will break the silence (or you can ask someone in the audience to ask a questic. about the trip.)
5. When someone volunteers to speak, give him/her the tape recorder. Elicit from the student what s/he wants to say. Model the sentences in grammatically correct English. It helps if you model the phrase in chunks of three or four words.
6. When you feel the student is able to pronounce the phrase well, allow the student to speak into the tape recorder. The tape recorder is then passes to the next student who wants to respond to the comment or ask a question. Continue this process until you have a good discussion. Remember the goal is to find out what the students want to learn that they didn't have a chance to ask about during their visit. The process can take over an hour.
7. At the end of the discussion, allow students to listen to the audiotape several times. Ask students in the outer circle to discuss their impressions.
8. The audiotape can be transcribed to work on grammar, pronunciation, and vocabulary.
9. Students write questions to e-mail the employees they met.

Assessment:

Students will write questions based on the recorded conversation. These questions will be checked and corrected by the teacher.

Reflection on Lesson:

Students were eager to talk once we got going. Nobody felt pressured to talk. Observers were extremely interested during the process. They said that they felt the exercise helped them be aware of pronunciation. Participants were pleased to hear themselves on the tape. The goal of the lesson was achieved. Students had very different ideas about the role of English in getting a job generating many questions for AT&T personnel.

Pitfalls included students arguing. Next time I will insist that students not respond to each other until a student has recorded his/her remarks. Also, many students had long monologues, which were hard to control. Next time I will record segments one at a time.

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Student Generated Sentences
(based on The Silent Way Approach)

Tilla Elahi-Region 7
Office of Adult and Continuing Education
ESOL Teacher at Williamsburg Works

Lesson Title: Student-Generated Sentences

Focus of Lesson: To encourage the students to use and internalize grammatical structures in English.

Objectives:

- To hear and practice the melody of the English Language
- To practice pronunciation
- To understand and recognize grammatical functions
- To encourage students to think
- To encourage focusing and induction

Level of Students: Beginning Level

Applicable Learning Standards: ELA 1: read, write, listen, and speak for information and understanding.

Preparation Time: The teacher should be familiar with the philosophy and some of the techniques of The Silent Way.

Implementation Time: one class period of 45 minutes (variable)

Materials and Supplies:

- Classroom board
- Easel and pad
- Metal pointer

Room Arrangement: Students will sit in the front of the room close to the board and easel.

Introduction to Teachers: Very often students repeat what they hear and copy it down without really understanding what they're doing. When this happens they are very likely to forget and repeat the same errors. Here the students can internalize the melody of the English language and the grammatical structures and functions. The students will also get accustomed to correcting their own work rather than waiting for the teacher's response and approval.

Procedure:

Introduction to Activity:

Ask the students to come close to the board with their chairs. Tell them that they are going to create this lesson by choosing words and making sentences in English. They will be creating both questions and statements in English. They will also be helping each other.

Development of Activity:

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Ask the students to give you some men's and women's names. Induce them to say the pronouns for these names. (If you don't want to say ..... you can say.....)

Write these words on the board. Point to two of the names and induce the students to provide the word "and." Write the word "or" and place it next to "and." In a box on the bottom write the following symbols: *C ? , .* ***C stands for capital, ? is for a question, , is a comma. . is a period.*** These symbols are going to be pointed to, but not verbalized. Ask the students to provide you with three verbs or action words. In addition, write down forms of the verb-BE (am, is, are). Also write down the words "do" and "does" and "yes" and "no."

she her they them we us he him

Anna Aslee Nancy Jonathan

and or is are see talk yes no

dance

ing s 's n't at with to

C ? , .

Begin to form sentences using the words on the board.

Point to the words as you verbalize them.

Have the students repeat the sentences, paying close attention to the intonation and stress.

Form some easy questions as well. Have the students practice repeating the sentences.

Now you can add, "s", 's, and "n't." Also you can add other structures: "at, to, with, adjectives etc." Form some short sentences using these forms.

For example: *Nancy sees Jonathan. Jonathan doesn't dance.*

After some practice with the technique and forms have the students write down a few sentences. They move their chairs back to the tables. They are then directed to come back to the group and individually write their sentences on the easel pad. Have the individual student point and say the sentence as naturally as possible as you point. The other students should be silent and watch. If the student makes an error, just point to the incorrect word again. Try to get the student to correct him or herself. After all of the students in the group have a chance to read their sentences, have different students read the sentences.

Have the students write a few more sentences on the easel. Now that they are more familiar with the structures and the technique, they will find it easier to do. This time the individual students do the pointing (and not the teacher) while other students speak. Encourage the students to help each other.

Follow-Up or Extension: Have the students type their sentences using a word processing program. Print it and give it out to them.

Assessment: The students will be assessed by their ability to generate grammatically correct sentences, their participation verbalizing and pointing out sentences. The teacher is responsible for this assessment visually and for the final written product.

Reflection of Lesson: I was rather surprised as to the students' focus during this lesson. They were particularly cooperative. Also, some students remarked, "Oh, now I see. Now I understand. When I asked them, they said they found this type of lesson difficult, but very stimulating.

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community
language
learning

Tilla Elahi - Region 7
Office of Adult and Continuing Education
ESOL Teacher at Williamsburg Work

Lesson Title: Community Language Learning

Focus of Lesson: To encourage and promote real conversations in English with beginning language learners.

Objectives:

- **To hear the correct pronunciation of English words**
- **To repeat and re-create the pronunciation**
- **To foster a relaxed atmosphere for English language learning**
- **To promote student-student interaction**
- **To practice grammatical structures of the English Language**

Level of Students: Beginning Level

Applicable Learning Standards: ELA 1: read, write, listen, and speak for information and understanding. ELA 4: read, write, listen, and speak for social interaction

Preparation Time: The teacher should be familiar with the philosophy and techniques of

The Counseling Approach (Community Language Learning).

Implementation Time: approximately one hour (flexible)

Materials and Supplies:

- **Portable tape recorder**
- **Classroom board with chalk or markers**

Room Arrangement: Students sit in a circle, preferably around a table. (I didn't have access to a round table and had the students put their chairs in a circle).

Introduction to Teachers: Many beginning ESOL Students are afraid to speak English for fear that they will be speaking incorrectly and perhaps laughed at. This approach provides a very relaxing and supportive atmosphere and actually gets the students to engage in real conversation. They hear the correct pronunciation from the teacher who stands behind the students and coaches them. The students are amazed to hear their conversations on the tape recorder.

Procedure:

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Introduction to Activity:

Ask the students to move the tables back and form a circle with the chairs. Explain to the students that they will speak about whatever they wish (the weather, feelings, the class etc.) in correct English into a tape recorder. Tell the students that you will help them with their English and translate from Spanish (or the student's L1) if necessary. Have one student who understands translate your introduction into Spanish, if possible.

Show the students that they will only speak into the tape recorder when they are speaking correctly.

Development of Activity:

Allow the students to be silent for a while until one of them feels ready to speak. (If the silence persists, encourage them to begin and remind them that they can speak in their L1, and that you will help them).

When a student is ready to speak stand behind him or her. Listen to the student's statement or question. Slowly say the statement (or question) in correct English in repeatable chunks (3 to 4 word phrases) and allow the student to repeat after you until his or her pronunciation and intonation is clear. When the student is able to say their phrase clearly allow him or her to record the phrase. When the student has finished recording he or she should press the "pause" button on the tape recorder. The next student to speak follows the same procedure: practicing their pronunciation with the teacher standing behind them until you feel that student is ready to speak into the tape recorder.

A Conversation from my ESOL 1 Class:

Eduvina: *Narda, how are you today?*

Narda: *Good*

Eduvina: *Did you like your new job?*

Narda: *Yes, I liked it.*

Rosa: *Do they need another person at the job?*

Narda: *Yes, but I have to ask the supervisor.*

Rosa: *Narda, please speak to the supervisor for me.*

Narda: *Okay, Rosa, tomorrow.*

Do you know where I work and what I do?

Rosa: *Yes, you work in housing.*

Ruth: *What are we going to do next week?*

Eduvina: *I'm going to my job on Tuesday.*

Gricelda: *Why is there no class on Tuesday?*

Narda:*Narda: Because the teacher has a meeting.*

Rosa: *I'm staying home.*

Luisa: *Why?*

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Rosa: *I don't have a job.*

Ruth: *Why don't you have a job?*

Rosa: *I couldn't get my fingerprints done.*

After the Conversation:

Ask the students how they felt during the conversation and taping? Play the tape for the students. Ask them how it sounded to them. What and who sounded better? Why?

Play the tape again this time, pausing the tape to write each sentence on the board.

Have the students repeat the conversation and read from the board, either chorally or individually. Point to the words, but don't speak. If their pronunciation is incorrect, then correct it (you'll have to speak for that) and have the students repeat.

Have different students take on different roles of the conversation. Try to promote natural speaking instead of a prepared reading.

Ask the students which words they found difficult to pronounce and underline these words. Also ask them which words are new to them and underline these as well.

You can choose any focus you wish. I focused on pronunciation and vocabulary, but as a follow up I decided to focus on the formation of questions.

Assessment:

The students will be assessed by their participation in this exercise. This can be done visually by the teacher: are the students speaking, listening, repeating chorally and practicing the dialogue? Do the students seem engaged? If the focus is on pronunciation the teacher needs to circulate among the groups to listen for and correct pronunciation difficulties.

Reflection on Lesson:

The lesson was well received by the students, although they were a little frightened at first. They smiled and laughed as they listened to the tape. They were able to recognize who sounded more natural. They also told me that they thought they needed to speak more English and pronounce better. I decided to incorporate this lesson into my teaching routine.

COMMUNITY LANGUAGE DIALOGUE AND WORKSHEET ESOL 1 TILLA ELAHI, TEACHER

Luisa: Ruth, why didn't you come to school Tuesday?
Ruth: I had an appointment.
Rosa: What kind of appointment?
Ruth: I had a doctor's appointment.
Militza: Alberta, how many children do you have?
Alberta: I have 3 children.
Luisa: Did you resolve the problem with your son?
Alberta: No.
Luisa: Is the problem serious?
Alberta: No, it's not serious.
Militza: What's the problem?
Alberta: I want to transfer my son out of his school.

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Militza: How old is your son?
Alberta: My son is 15 years old.
Rosa: What's wrong with his school?
Alberta: The students disrupt the class too much. They tease my son.
Ruth: What school does he go to? Alberta: John Jay

VOCABULARY WORDS
kind wrong disrupt tease

GRAMMAR

1. **Question Words**
   Did-does-do Examples: Ruth, why didn't you come to school? Did you resolve the problem with your son? What school does he go to? With the verb- Be (is, are, am)- *DON'T USE DO-DOES-DO!*
   Examples: How old is your son? What is the problem? Is the problem serious?

ACTIVITY 1: Write 2 questions to ask your partner using the "do" form and 2 questions with the verb-BE.

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Where is the Monkey?

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Focus of Lesson: Yes/ No questions using the verb 'Be' with Prepositions

Example: "Is the Monkey under David's chair?" - "No, the Monkey isn't under David's chair."

Objectives: To give your students practice making Yes/ No questions using prepositions of location as well as affirmative and negative answers to the questions.

Level of students: Beginner to low intermediate.

Applicable Learning standards: ELA 1

Preparation Time: 30 minutes.

Implementation Time: This activity can be used in it's entirety (at least 1hr. 15 min) or can be used be used as a filler when time has run out on other activities depending on the students level.

Materials and Supplies: Monkey cutout. Draw a picture of a Monkey. (The funnier looking the better!) Add some color. Make it large enough so everyone can see it clearly.

Cut it out with scissors and laminate so it's reusable. A medium sized cardboard box.

One real banana

Room Arrangement: Divide the students up into 4 groups. (3-7 members per group).

Introduction for Teachers: "**Where is the Monkey?**" is fun. Groups are formed and temporarily exit the classroom. One student remains and hides a picture of a Monkey.

The other students return to the classroom and take turns guessing where the Monkey is. After playing it a few times your students should be comfortable asking 'Yes/ No Questions' with prepositions involving a singular object. Points are scored for groups whose members form questions correctly.

Procedure:

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Teacher **(T)** stands before the class beside a medium size cardboard box and mimics the actions and sounds of a monkey.

Even amongst beginners, experience has shown me that more than a few students will shout out the word "Monkey!"

On the blackboard the teacher writes: "**Where is the Monkey?**" Teacher faces the class and repeats the question with sincerity and elicits the question from the students several times checking the students for pronunciation.

(T) "Is the Monkey *under* the box?" (T) points to the bottom of the box and lifts it up to see if the Monkey is there. It isn't but the meaning of the question is made clear.

(T) writes the question on the blackboard and has the students repeat it several times checking for pronunciation.

(T) repeats the question with sincerity eliciting "**No, the monkey is not under the box.**" Usually someone will provide at least part of the answer but if no one does **(T)** models it and has the class tries pronouncing it a few times and then writes it on the board.

(T)"Is the monkey *behind* the box?" (T) points to the back of the box and has the class repeat the question and then writes it on the board.

(T) asks the question sincerely. And lifts the box momentarily to show nothing is behind the box. Someone will say, "**No, the monkey is not *behind* the box.**" Students practice the sentence and teacher writes it on the blackboard.

(T) "Is the monkey *inside* the box?" (T) peers over the top and looks inside then looks at the students having them repeat the question. **(T)** invites one student up to the front of the classroom and motions the student to look in the box at the same time repeating the question. Student "Yes, the monkey is inside the box." **(T)** reaches in the box and slowly.... pulls out the monkey and says, "**Yes, the monkey is *inside* the box?**"

The students repeat it the sentence and the **(T)** writes it on the blackboard.

(Expect lots of laughter at your monkey drawing. Though educationally sound, this *is* a silly fun activity.

The **(T)** now models and writes on the blackboard other prepositions: (**over, beside, on, between**, etc.) and then demonstrates those positions while holding the monkey. At the same time, the class practices asking and answering the questions. After a few demonstrations the students should be able to form and answer the questions without the teacher saying anything.

The game.

One student is chosen to hide the monkey but first the others are divided into, say, four groups with (3-7) students each. Each group must come up with a team name. The teacher writes the team names on the blackboard and has all the teams exit the classroom. The one student remaining hides the monkey.

The teams re-enter the classroom and then take sequential turns trying to guess where the monkey is. When a team player can correctly as a question (attention to accuracy!) they get 1 point. The team that correctly guesses where the monkey is hidden gets 5 points.

Whichever team gets the most points wins. The teacher gives the winning team a banana to share.

Assessment:

Are the students forming the questions and answers correctly? Since the game involves continual questioning with points for correct answers it will be obvious if they have learned the focus of the lesson or not. The repetition

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of the questions and answers (usually only with a change in the preposition) gives each student time to analyze the structure and then, when their turn comes, produce it themselves.

It would be a good idea to also test the students. Prepare a 1 or 2-page test with pictures and objects (**behind, in front of, beside, between, inside, etc.**), and then have the students fill in blanks or complete sentences.

Reflection on Lesson:

Did the students enjoy the game and were they producing the questions correctly?

In future classes, once the game is understood, the teacher can introduce sentences like

(Is the monkey inside somebody's bag/ somebody's clothes) and other sentences that native speakers might use in trying to locate an object within a room.

And you can make a colorful bunch of bananas 'cut-out'. Now the students practice plural questions. "Are the bananas behind the desk?"

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